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ABSTRACT

This document contains program objectives written during the school year 1972-1973 for use in guidance departments. The author explains that the implementation of these objectives will be possible only through the cooperation of building administrators in designing master schedules which will allow counselors access to groups of students. Many of the program objectives require some type of group approach, either through the use of study hall time, released class time, or other available time blocks. Included in the program objectives are four main areas of guidance work. These areas include: (1) general guidance; (2) academic guidance; (3) vocational guidance; and (4) personal guidance. (Author/PC)

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PROGRAM OBJECTIVES

GUIDANCE

1973

East Allen County Schools

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PROGRAM OBJECTIVES

EAST ALLEN COUNTY SCHOOLS

GUIDANCE DEPARTMENT

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INTRODUCTION

The following Program Objectives were written during the school year 1972-73 for use in all guidance departments in East Allen County Schools. Implementation of these objectives will be possible only through the cooperation of each building administrator in designing a master schedule which allows guidance personnel access to groups of students. Many of the following Program Objectives will require some type of group approach, either through the use of study hall time, released class time, or other available time blocks. As these Program Objectives are presented it is then assumed that the master schedule in each buildnng will provide access to students as needed.

Included in the Program Objectives are four main areas of guidance work. These areas include:

1. General guidance
2. Academic guidance
3. Vocational guidance
4. Personal guidance

Instructional objectives will be developed to implement these Program Objectives.

Joanne Sauder

MBO Steering Committee Member

SCOPE OF GUIDANCE SERVICES

GUIDANCE SERVICES

A. Junior High School Guidance Services
   1. Orientation for sixth grade and new students.
   2. Group presentation and explanation of guidance program.
   3. Standardized testing.
      a. Mental ability
      b. Achievement
      c. Other tests as needed
   4. Career information
   5. Liaison service between school and home.
   6. Referral service for psychological testing.
   7. Liaison service for speech therapy, health services, community agencies, welfare department, and probation department.
   8. Group guidance
      a. Personal adjustment
      b. How to study
      c. Achievement motivation
   9. Personal counseling

B. High School Guidance Services
   1. Orientation programs for students new to the building.
   2. Aiding of students in course selection and curriculum choice.
   3. Testing program.
      a. Achievement
      b. Ability-mentality
      c. External tests
      d. Other tests as needed
   4. College counseling
   5. Group guidance
      a. How to study
      b. Personality
      c. Vocational/occupational
      d. Achievement motivation
   6. Liaison service between school and home.
   7. Referral service for psychological testing.
   8. Liaison service for vocational school, vocational rehabilitation, speech therapy, health services, community agencies, welfare department, and probation department.
   9. Personal counseling.

PROGRAM OBJECTIVES

A. General Program Objectives

   1. Students new to the building will become familiar with the school physical plant and by the end of the first nine weeks _____% of these students will be able to locate their classrooms, the library, administration offices, guidance offices, clinic, and cafetorium.

2. After the first nine weeks of school ____% of high school students will be able to identify school rules and will know where to locate a listing of all school rules pertaining to students.

3. Following the fall orientation program ____% of junior high school students will be able to name the guidance personnel, be able to list three services provided by the guidance department, and how to request these services.

B. Academic Program Objectives

1. With the use of the student handbook ninth grade students will be aware of graduation requirements and by the end of the 9th grade ____% of them will be able to list the requirements for graduation.

2. Sophomores and juniors will become aware of the broad curriculum goals open to them and the educational/vocational goals to which they lead. By the end of the junior year ____% of these students will be able to identify a major study area of interest to them and a post high school goal related to the study area.

3. With the help of a curriculum guide the incoming high school students will be aware of electives available to them at their grade level and ____% of the students will be able to list three possible electives.

4. At spring registration time ____% of ninth grade, ____% of tenth grade, and ____% of eleventh and twelfth grade students will be able to list abilities and/or skills needed for each of their course choices for the following year.

5. High school students will grow in awareness of academic strengths and weaknesses with ____% of the students being able to interpret their own academic aptitudes as revealed by the standardized testing results.

6. ____% of high school students will be able to list one available extra curricular activity, club, or hobby and its objectives which are consistent with their academic interests and abilities.

C. Vocational Program Objectives

1. Students in grades 10-12 will be able to select two areas of interest from a list of major occupations and ____% will be able to identify a level of training needed for each.

2. With the use of career information materials high school students will be able to select two occupations and be able to describe training needed, work conditions and salary range for each occupation by the end of the junior year.

3. ____% of juniors and/or seniors will indicate an understanding of their demonstrated ability to perform in two occupational

areas. High school students with physical or academic limitations will be able to define their occupational limitations.

4. ____% of seniors and ____% of juniors will participate in one of the following programs, college, career day, vocational school, school service, or part time work programs, which are related to their stated occupational goals.

5. In ____% of the cases students referred to the guidance staff because of vocational adjustment problems will be able, following counseling, to recognize behavior modifications needed to attain vocational goals.

D. Personal Program Objectives

1. In ____% of the situations self-referred and other referred students will be able to express independent views acceptable to the counselor.

2. Through group guidance activities ____% of ninth grade students will be able to list three reasons why there is parental concern about the peer group with which students associate.

3. ____% of students needing psychological testing, whether staff, parent, or self-referred, will be able to state the reason for the test, will know when and where the test will be administered, and will be able to list the possible uses of the test results.

4. As a result of individual and/or parent-student conferences ____% of students with unique problems beyond the scope of our psychological and special services will be aware of available community services, will know the application process and the possible cost involved for such services.

5. As a result of the total guidance program ____% of the student population will recognize the guidance department as a resource for seeking academic, vocational, and personal help.

6. As a result of the total guidance program ____% of the parents and/or patrons will recognize the guidance department as a resource for gaining information and assistance with school/student problems and will know how to contact the guidance staff to solicit needed assistance.